

## GREEN SEA FLOYDS HIGH

5265 Highway #9

Green Sea, South Carolina 29545

**GRADES** 7-12 Middle School

**ENROLLMENT** 569 Students

**PRINCIPAL** Charles Collins 843-392-3131

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	12	16	1

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

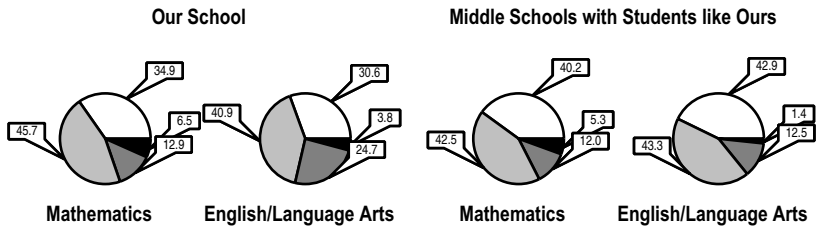
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




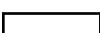
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	48	91	0
Percent satisfied with learning environment	95.7%	87.2%	N/R
Percent satisfied with social and physical environment	95.7%	85.2%	N/R
Percent satisfied with home-school relations	63.8%	89.7%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	192	100.0	30.6	40.9	24.7	3.8	28.5	17.6
Gender								
Male	98	100.0	36.2	39.4	19.1	5.3	24.5	17.6
Female	94	100.0	25.0	42.4	30.4	2.2	32.6	17.6
Racial/Ethnic Group								
White	106	100.0	17.5	40.8	35.0	6.8	41.7	17.6
African-American	80	100.0	49.4	37.7	13.0	N/A	13.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	155	100.0	20.0	44.7	30.7	4.7	35.3	17.6
Disabled	37	100.0	75.0	25.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	192	100.0	30.6	40.9	24.7	3.8	28.5	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	189	100.0	30.6	40.4	25.1	3.8	29.0	17.6
Socio-Economic Status								
Subsidized meals	152	100.0	36.2	44.3	18.1	1.3	19.5	17.6
Full-pay meals	40	100.0	8.1	27.0	51.4	13.5	64.9	17.6

Mathematics								
All students	192	100.0	34.9	45.7	12.9	6.5	19.4	15.5
Gender								
Male	98	100.0	35.1	43.6	11.7	9.6	21.3	15.5
Female	94	100.0	34.8	47.8	14.1	3.3	17.4	15.5
Racial/Ethnic Group								
White	106	100.0	22.3	46.6	21.4	9.7	31.1	15.5
African-American	80	100.0	53.2	42.9	2.6	1.3	3.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	155	100.0	24.7	51.3	16.0	8.0	24.0	15.5
Disabled	37	100.0	77.8	22.2	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	192	100.0	34.9	45.7	12.9	6.5	19.4	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	189	100.0	35.0	45.4	13.1	6.6	19.7	15.5
Socio-Economic Status								
Subsidized meals	152	100.0	40.9	44.3	10.1	4.7	14.8	15.5
Full-pay meals	40	100.0	10.8	51.4	24.3	13.5	37.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	100	N/A	39.8	43.9	13.3	3.1	16.3
	Grade 8	87	N/A	23.0	40.2	28.7	8.0	36.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	97	100.0	27.7	40.4	26.6	5.3	31.9
	Grade 8	95	100.0	33.7	41.3	22.8	2.2	25.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	100	N/A	42.9	39.8	9.2	8.2	17.3
	Grade 8	87	N/A	25.3	46.0	16.1	12.6	28.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	97	100.0	36.2	40.4	16.0	7.4	23.4
	Grade 8	95	100.0	33.7	51.1	9.8	5.4	15.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 569)				
Students enrolled in high school credit courses (grades 7 & 8)	46.6%	Up from 7.0%	9.4%	14.4%
Retention rate	6.2%	Down from 8.5%	4.0%	2.3%
Attendance rate	96.5%	Up from 96.2%	94.5%	95.2%
Eligible for gifted and talented	11.4%	Down from 11.5%	9.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.1%	Up from 17.7%	16.3%	14.1%
Older than usual for grade	11.1%	Up from 9.6%	6.7%	4.9%
Suspended or expelled	3.3%	Down from 4.3%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	36.4%	Up from 31.1%	42.1%	47.1%
Continuing contract teachers	90.9%	Up from 80.0%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.8%	Up from 82.5%	82.0%	84.3%
Teacher attendance rate	95.2%	No change	94.9%	95.0%
Average teacher salary	\$41,448	Down 1.6%	\$39,374	\$39,924
Prof. development days/teacher	12.2 days	Up from 12.0 days	10.8 days	10.7 days

School				
Principal's years at school	0.5	Down from 3.0	2.0	3.0
Student-teacher ratio	N/R	N/R	19.9 to 1	21.0 to 1
Prime instructional time	90.9%	Up from 90.8%	88.4%	88.9%
Dollars spent per pupil*	\$8,756	Up 0.6%	\$6,266	\$5,854
Percent spent on teacher salaries*	55.7%	No change	61.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	85.0%	Down from 99.0%	95.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school year was an exciting year at Green Sea Floyds High School.

The teachers worked extremely hard during and after school to prepare our students for academic success in their classes and the South Carolina Exit Exam as well as the PACT in the seventh and eighth grades.

In both the high and middle school, data from the previous year were reviewed. The needs of individual students were identified and an academic plan was put in place for each student. Students were placed in year long courses in math and English. After school tutorial classes were implemented to help students prepare for the PACT and Exit Exam.

Our challenge is and will continue to be to work toward one hundred percent of our tenth grade students passing all parts of the South Carolina Exit Exam on the first attempt, increase SAT scores to or above the national average, reduce dropouts, increase student attendance, and insure that all students graduate and are prepared for the workplace and post secondary education.

The class of 2003 had 83 graduates with 52 (63%) planning to attend a four year college, 20 (24%) planning to attend a two year college, and 11 (13%) planning to enter the armed forces or immediate employment. The 2003 graduating class was awarded \$711,780 in scholarships.

Our girls' track team won the Regional VIII-A Championship. The baseball, cross country, track, softball, football, tennis, and basketball teams advanced to post-season play.

Green Sea Floyds High School is committed to excellence and enjoys the support of the community who wants it to be an exemplary school in all areas. Together we will continue to move Green Sea Floyds High School forward during the 2003-2004 school year.

Charles Collins, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.